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The story of the Superior and Talented Student Project as it was utilized in the Memphis, Tennessee, school system is related. The STS project is designed to assist secondary schools in identifying superior and talented students, in providing guidance services for them, in encouraging them to make appropriate educational and occupational choices, and in providing curriculum content related to their needs and interests.

Implementation was carried out in four major areas: identification, motivation, special programs, and curriculum development. Procedures for identification of superior students included intelligence testing, teacher evaluation of student, past school records, and personal and social development. Methods for engendering student motivation were: providing in the classroom an atmosphere of learning for learning's sake, working with students on effective study habits, encouraging students to read more widely, helping students realize their high levels of ability, and emphasizing the need to develop these abilities. Special programs and curriculum development were reflected in the advanced placement, accelerated, and enrichment courses offered.

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SUPERIOR AND TALENTED STUDENT PROJECT

THE MEMPHIS STORY— MOBILIZING A LARGE SCHOOL SYSTEM AND A COMMUNITY FOR THE SUPERIOR AND TALENTED STUDENT PROJECT

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THE MEMPHIS STORY-

Mobilizing a Large School System and a Community For the Superior and Talented Student Project

by D. Shelby Counce
Director of Secondary Education
Memphis, Tennessee City Schools
Chairman, STS Committee
Southern Association of
Colleges and Schools

Price: $1.00
STS PROJECT
North Central Association
5454 South Shore Drive
Chicago 15, Illinois

THE PROJECT

The Superior and Talented Student Project (STS) is designed to assist secondary schools in identifying superior and talented students, in providing guidance services for them, in encouraging them to make appropriate educational and occupational choices, and in providing curriculum content related to their needs and interests.

SPONSORS

The Project was initiated by the North Central Association of Colleges and Seconday Schools and was originally supported by a grant from the Carnegie Corporation of New York.

Southern Association Committee on Guidance and Motivation of Superior and Talented Students:

D. Shelby Counce (Chairman), Director of Secondary Education, Memphis City Schools, Memphis, Tennessee

Alan Lake Chidsey, Headmaster, St. John's School, Houston, Texas

Wendell Hall, Principal, St. Francisville High School, St. Francisville, Louisiana

Harris W. Dean, Dean of Faculty, University of South Florida, Tampa, Florida

Charles Lester, Dean, Emory University, Atlanta, Georgia

North Central Association Committee on Guidance and Motivation of Superior and Talented Students:

Clyde Vroman (Chairman), Director of Admissions, University of Michigan, Ann Arbor, Michigan

Frank S. Endicott, Director of Placement and Professor of Education, Northwestern University, Evanston, Illinois

J. Fred Murphy, Principal, Broad Ripple High School, Indianapolis, Indiana

FOREWORD

The two regional accrediting agencies which serve schools and colleges in thirty of the fifty states have a long history of cooperative endeavor in the cause of better education. It is quite understandable, therefore, that when the North Central Association invited the other five regional associations to join in the Project on Guidance and Motivation of Superior and Talented Students, the Southern Association of Colleges and Schools accepted readily and has participated very actively in the joint project.

As in the NCA, the Southern Association has not attempted to structure the program too highly but has encouraged diversity as schools sought to devise programs uniquely fitted to their own situations. In consequence, several imaginative approaches have been developed and there has been a conscious effort to utilize the Project as a leavening influence which might result in better educational experiences for all students in the school.

In none of the participating schools has the project had a more pervasive influence nor a more dramatic impact than in those of Memphis. Introduction of the program in eight of the Memphis schools initially found a school system already in educational ferment, fortunate to be staffed with able professional leadership, and supported by citizens seeking the best for their children.

The Commission on Secondary Schools of the Southern Association, which has responsibility for this Project, has been fortunate to have as its regional committee chairman, D. Shelby Counce, Director of Secondary Education in the Memphis system and the person in charge of the program there from its inception. His account of the program, developed at the request of the two associations, has much to commend it to the profession as it recounts the actual problems encountered by one of our larger school systems in an on-going situation, as changes were attempted, new dimensions and practices were evolved, successes and failures were encountered. The Commission commends this report to the thoughtful consideration of other members of the profession as they consider the changes needed to make education more relevant in the lives of students.

RAYMOND G. WILSON
Executive Secretary
Commission on Secondary Schools
Southern Association of Colleges and Schools
Atlanta 8, Georgia

MEMPHIS ON THE MISSISSIPPI

"Memphis, a city high on the bluffs overlooking the 'father of waters,' was incorporated in 1826 with a population of 500. The growth of Memphis, spurred by its geographical location, rich agricultural trade territory, and progressive citizenry, has continued at a rapid pace. The census of 1950 ranked Memphis twenty-sixth in population. The census of 1960 put Memphis in twenty-second position, thus placing it in the category of the seventh fastest growing city among the top twenty-five in the United States."[1]

The Memphis City School System has had a major role in making the city what she is today. During the 1963-64 school year there were 116 public schools with a net enrollment of some 110,500 students. The Memphis System is the fifteenth largest in America, and one of the ten fastest growing systems. Included in the Memphis System are 21 senior high schools and 17 junior high schools with over 2,000 teachers.

In order to meet more adequately the needs of the 54,000 students in grades 7 through 12, the Memphis School System has developed outstanding programs through several "Special Projects in Secondary Education." This booklet describes important aspects of one of these projects—STS, and what happened to the superior and talented youth who live in the city of Memphis on the Mississippi.

[1] Industrial Department, "Let's Look at Memphis," Memphis Area Chamber of Commerce, 1963, p. 1.

To President Jack Smith
Best Regards
Shelby Counce

ABOUT THE AUTHOR

D. Shelby Counce is Director of Secondary Education for the Memphis City Schools. He is serving as Chairman of the Southern Association Committee on Guidance and Motivation of Superior and Talented Students, member of the Tennessee State Secondary Committee, the Tennessee Representative on the Central Reviewing Committee, and member of the Administrative Council working with the Secondary Commission of the Southern Association of Colleges and Schools.

Mr. Counce also served on the College Commission of the Association, and for two years he was a member of the Executive Council of the Higher Commission. He is a member of the National Committee on Advanced Placement and is also serving on the Advisory Council for the National Merit Scholarship Corporation.

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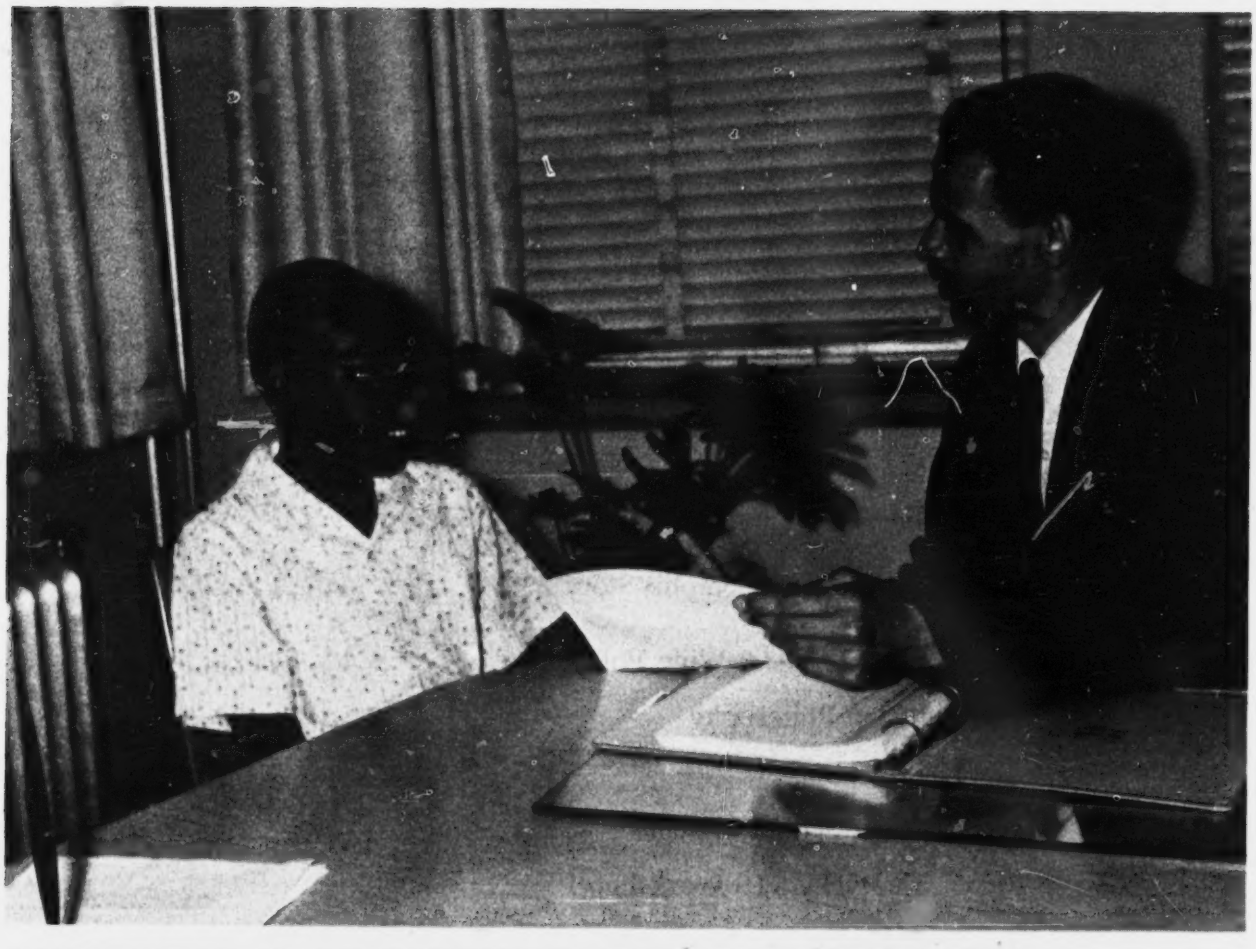

CHAPTER I

BACKGROUND OF THE MEMPHIS STORY

The first task that Memphis faced as it considered opportunities for the superior and talented student was the development of a philosophy or point of view relating to the educational needs of the students concerned. The schools of Memphis recognized the responsibility for educating "all the children of all the people," and were, therefore, committed to many types of varied educational programs. The superior and talented students of Memphis needed a program that would ensure educational experiences resulting in greater personal growth and development.

The statement of philosophy which was formulated represented the cooperative thinking of members of the administrative, supervisory, and teaching personnel. Especially important was the help of those who had an intimate knowledge of and concern for the superior and talented students at various educational levels.

A Survey. In September 1960, the Memphis School System, having renewed its commitment to the superior and talented student, surveyed objectively and cooperatively what was being done in this area. A published report included the following introduction:

> Recently there has been an unusual amount of public concern about what is being done in the public schools of this country for the gifted, superior or academically talented students (all terms being used for identification purposes).
>
> This report was designed to acquaint teachers, administrators, and the public with philosophies and practices on how the needs of these students are being met in the Memphis Public Schools (grades 1-12 inclusive). You will find points of view expressed by authorities in the field of education—teachers, administrators, and the supervisory staff of the Board of Education. There are also some specific examples of how teachers are working in this area, as well as what is being done in the specific grades for the students.
>
> We hope this report will be of value to anyone who is concerned

[3] Memphis City Schools, "The Academically Talented," September 1960.

about the question of "What is being done for academically talented pupils in the Memphis School System?"[2]

Following this widely-distributed report, a survey was made to determine the extent to which the system was failing to meet the needs of the superior and talented students. Studies were also made of programs for meeting the needs of these students in other large cities.

The big question then emerged, namely, what action program did Memphis need to develop and execute in order to fulfill its commitment to the superior and talented student?

The STS Workshop. The answer came in the summer of 1961, when the city of Memphis was represented at an STS Workshop held at the University of Kentucky, sponsored jointly by the North Central Association of Colleges and Secondary Schools, and the Southern Association of Colleges and Schools.

The Memphis city school system, in the fall of 1961, had accepted the responsibility for improving the program for superior and talented students after surveying local needs and participating in the University of Kentucky Workshop. The next step was the development of a system-wide philosophy related to superior and talented students.

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[2]Memphis City Schools, "The Academically Talented," September 1960.

CHAPTER II

DEVELOPING A SYSTEM-WIDE PHILOSOPHY

As an outgrowth of the workshop, immediate steps were taken to develop a city-wide philosophy for work with superior and talented students. The following steps were taken:

System-Wide Procedures: A summary statement describing the Superior and Talented Student Program, together with a form for an expression of interest, was sent to all Memphis high schools. Fourteen principals indicated a desire to become identified with the STS Project.

After the staff in the Department of Instruction reviewed the STS objectives, on October 14, 1961, the Memphis Board of Education approved Douglass, Hamilton, Messick, Manassas, Melrose, Overton, Treadwell, and White Station High Schools as a part of the STS Project. A series of meetings was held to acquaint the principals and key faculty members with the purpose of the Project.

Each school developed a statement of commitment and an outline of an action program for the Project. An abundance of materials on the Project was ordered from the North Central Association in Chicago. Faculty meetings were held to assist teachers in the use of this material. Each school related the STS material to the school's commitment to the proposed program. At intervals during the school year the eight principals of STS schools met at the office of the Board of Education to exchange ideas and to report progress or to discuss problems relating to the program.

On March 22, 23, and 24, 1962, the Nemours Foundation sponsored a city-wide conference on the academically talented. This project was coordinated by the Junior League of Memphis and had the support of important community agencies, business organizations, and lay groups in the city. The conference brought to the City of Memphis some of the outstanding authorities in the field of education on working with gifted students. Among these authorities was Dr. J Ned Bryan, Specialist for the Gifted, of the United States Office of Education, and formerly Director of the Project for the North Central Association of Colleges and Secondary Schools. He visited five of the Memphis high schools identified with the STS Project and talked with principals, teachers, and students about objectives and procedures in a program for superior and talented

students. His visit, together with the conference on the academically talented, focused attention on the Project with which Memphis was identified, and the entire community became aware of the great responsibility which the schools faced. Dr. Bryan stressed one point which has been the key to Memphis' success in the STS Project—that each school must make a commitment concerning what the school will do through its administration and faculty leadership and its facilities and community resources to improve programs for the STS in three major areas. They were: identification, motivation, and special programs.

By the fall of 1962 the Memphis City School System had faced the problem of meeting more adequately the needs of the superior and talented student. The participating schools were well on the way to developing and implementing a philosophy concerning this important segment of the student population.

The following basic steps were considered vital in implementing a philosophy for superior and talented students:

- The Memphis Board of Education, upon the recommendation of the local school administration, authorized the development of programs which would provide maximum attention to the needs of STS.
- The central office administrators, as well as the local staff members played a major role in formulating the basic philosophy for the Project.
- Organizational structure, course development, staffing, and evaluation of the program were considered in determining the basic philosophy for meeting the needs of superior and talented students.
- A definite statement of commitment and a general description of program were submitted by each participating school. There was provision for flexibility and variation among the schools within the system-wide framework established for the program.

AN ILLUSTRATIVE STATEMENT

This is a report from the White Station High School, 514 South Perkins, Memphis, Tennessee, September 20, 1961.

> White Station High School is located in one of the more favored socio-economic sections of the City of Memphis. In general the homes are in the fifteen to forty thousand ($15,000-$40,000) price range. There are approximately twenty-five thousand people living in the school community. Most of the parents are members of a profession or own their own business.

The School has eight hundred and thirty-nine pupils in the secondary division. Of these, three hundred and fifty-five are in the tenth grade, two hundred and sixty-six in the eleventh grade, and two hundred and eighteen in the twelfth grade. The average I.Q. of these students will be around 115, and their achievement, as shown on cooperative test scores, will be above national norm and above the average for the City of Memphis. Approximately 82% of these students will attend college.

These students, in grades 10 to 12, have a choice of three years of science; three years of social studies; three years of mathematics; three years of Latin; three years of Spanish; three years of French; and various other choices in music, art, shop, home economics. Every student must take three units of credit in English.

Students in the school are encouraged to participate in the club program for the purpose of developing both leadership and fellowship. They must make a choice of the following activities: The Thespian Society, The National Honor Society, School Annual, School Paper, Quill and Scroll, Academic Clubs, and various hobby and sports clubs. These clubs meet during the last period of the day on alternate Wednesdays. Time required for these meetings is thirty minutes, fifteen minutes of which is after the regular school day.

The administrative personnel in the school were the leaders. Guidance counselors, teachers in the fields of English, mathematics, science, foreign language, and social studies also worked in the project. Teachers will spend the amount of time needed to make the program successful.

The approximate cost to the school will be $1,500 per year. Comprehensive testing under the auspices of the Board of Education is coordinated by the principal and counselors.

The testing program for the 1961-62 school year will include the following: The Stanford Achievement Test is administered to seventh and eighth grade students. The Lorge-Thorndike is administered to eighth grade students only. Several tests are administered to the ninth grade; namely, Cooperative English, Cooperative Algebra, and Snader General Mathematics. The Essential High School Content Battery and Cooperative Plane Geometry are administered to the tenth grade students. Cooperative English, Physics, and American History completes the standard testing for twelfth grade students. Other tests include the National Merit Scholarship Qualifying Test and the Preliminary Scholastic Aptitude Tests at the eleventh grade

level. The General Aptitude, Westinghouse Talent, and Firestone Scholarship qualifying tests are administered at the request of the sponsoring companies. The Kuder Inventory is administered upon request to those in grades nine through twelve. Preference is given to those in grades nine and ten.

The counseling program has been functioning on a part time basis for three years. There are two counselors on the school staff. Eight periods are directed to guidance services, three for one counselor and five for the other. The student counselor ratio on the present basis is seven hundred fifty-five students per counselor. The program varies, including interviews with students, parents, teachers, college representatives and service personnel. Time is devoted to directing and recommending course selections, enabling the students to plan wisely. Assistance is given to teachers in discovering and meeting the differences and needs of the individual students. The counselors enter into disciplinary situations only when called upon the principal.

The informational program serves different grade levels and age groups. Orientation begins with an eighth grade assembly to familiarize students with high school program planning. Bulletin boards and guidance office furnish current scholarship, educational and occupational information. This resource material is available to all students, parents, and teachers. P. T. A. sponsored study groups discuss pertinent emotional and social problems facing our community. Parent Night augments an important public relations activity. Time is provided for college conferences and armed service personnel for the purpose of meeting with interested juniors and seniors. An especially prepared **Job Guide and Analysis** by one of the counselors is an aid to the student interested in the employment picture of the mid-south area. A follow-up study of the first graduating class has been completed by one of the counselors and plans are being made for this project to be conducted yearly.

In the present program for the superior and talented student, students were allowed to enter enriched courses if they had a high I. Q., made good grades on standard achievement test, had good teacher-made grades, and had a past history of willingness to work close to maximum capacity. We have students in enriched classes in English 10-12, Algebra II, and Plane Geometry. Since this program was started on September 5, 1961, we do not feel we have had adequate time to properly evaluate it. However, we will show on the student's permanent record card that the enriched course was taken.

The following is the proposed STS Program for 1961-62. Pupils who participate in this program are judged on the basis of Lorge-Thorndike Intelligence Test, Cooperative Tests, National Merit Scholarship Test, and Preliminary College Board Entrance Examinations when available. Students were also judged on their past academic history. This includes their teacher-made grades and the teachers' judgment of the child's ability to profit from the enriched course. The number of interviews held with each student depended upon the need. The purposes of the interviews were: first, to determine if the student were qualified; and second, to inspire and motivate him to take the course if he were capable. In faculty meetings teachers were told to explain this program to the students. Capable students were asked to take the course because it presented an opportunity for a better learning situation. Students were also informed of stricter requirements each year for being admitted to college and how this enriched program would assist them in getting into a strong academic school.

The Board of Education authorized schools to make application to participate in this program in the spring of 1961. After a thorough discussion of the program by the faculty, it was decided that we would offer the enriched courses during the 1961-62 school year. Students chose the courses on a voluntary basis if they met the requirements.

This program has been explained to the public through P. T. A. meetings, counseling with individual parents, and through school and daily newspapers. Also superior projects in science and social studies fairs helped sell the public on the idea.

This program will be evaluated according to teacher grades, College Board scores, Cooperative Test scores, and progress of these students after they enter college.

All schools submitted similar plans of action to show how the STS Project would be implemented. A program which provided for cooperation between the Board of Education and each school was accepted. This was one of the most important steps in the successful beginning of the Superior and Talented Student Project in the Memphis City Schools.

HONOR
and
Tribute

CHAPTER III

IMPLEMENTING THE PHILOSOPHY BY THE ACTION PROGRAM

IDENTIFICATION

In order to develop a program for superior and talented students in the Memphis City School System, it was necessary to determine procedures for identification. Procedures were established which took into account socio-economic factors, as well as the achievement level of the students.

Suggested items for use in identifying STS included the following:

- Intelligence test scores.
- Achievement test results.
- Past school records.
- Teacher evaluation of the students.
- Emotional stability.
- Parental attitudes as they relate to the student and to his participation in a special program.
- Physical health.
- Personal and social development.
- Outcomes of conferences among members of the faculty, counselors, principals, and parents.

Identification procedures were varied depending on the philosophy of the local school administration and faculty and the special needs of the particular school.

Testing Program. In the search for students with superior talents and abilities, tests were considered important and necessary. The testing program of the Memphis City School System was a significant part of the identification process. Tests used include the following:

Readiness Tests	
Grade 1	Metropolitan—Form R
Intelligence Tests	
Grade 3	Kuhlman-Finch, Test III
Grade 5	*Lorge-Thorndike, 3AV
Grade 8	*Lorge-Thorndike, 4AV
Grade 10	*Lorge-Thorndike, 5AV

Achievement Tests—Metropolitan

Grade 1	Primary I, Form A
Grade 2	Primary I, Form A
Grade 2	Primary II, Form A
Grade 3	Primary II, Form A
Grade 3	Elementary, Form A
Grade 4	Elementary, Form A
Grade 4	Elementary, Form B
Grade 5	Elementary, Form A
Grade 5	*Intermediate, Form AM
Grade 6	*Intermediate, Form AM
Grade 6	*Intermediate, Form BM
Grade 7	*Intermediate, Form BM
Grade 7	*Advanced, Form AM
Grade 8	*Advanced, Form AM
Grade 8	*Advanced, Form BM

Achievement Emphasis Program—Stanford

First Testing	Intermediate Battery, Form J
Second Testing	Intermediate Battery, Form K
Third Testing	Intermediate Battery, Form L

Students enrolled in the Achievement Emphasis Program will also be tested during the regular testing program.

High School Tests

Grade 9	*Cooperative English, Form 2A
Grade 11	*Cooperative English, Form 2B
Grade 12	*Cooperative English, Form 2A
	*Cooperative American History, Form Z
	*Cooperative Chemistry, Form Y
	*Cooperative Physics, Form Y
	*Cooperative Plane Geometry, Form Z
	*Cooperative Algebra, Form Z
	*Snader General Math, Form AM
	*Essential High School Content Battery, Form BM

*Machine-scored tests

College Board Admissions Test

	Scholastic Aptitude Test—Achievement Test—Writing Sample
Central High School	—
White Station High School	—
Melrose High School	—
Manassas High School	—
East High School	—

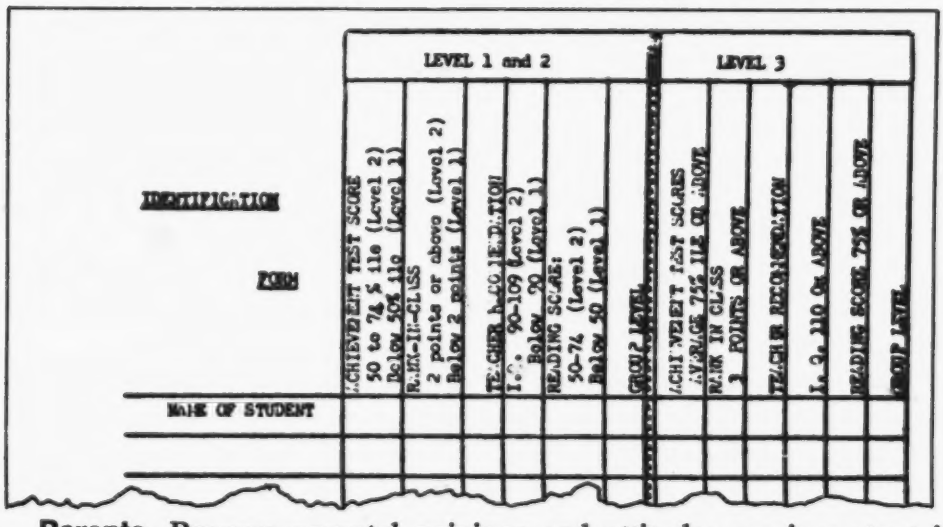
Additional External Testing

Preliminary Scholastic Aptitude Test
National Merit Test
Advanced Placement Test

In addition to the group tests listed above, individual tests for any student were also available. These tests were administered by the testing division of the Memphis City School System.

Each school in the STS Project developed its own method of selection through the system-wide testing program. There were no prescribed cut-off scores for students selected for STS classes. The range of scores for students selected varied from school to school, or from class to class within a school. Generally the Memphis procedure has been one of using testing as a part of the identification process without determining success or failure by test scores alone.

Teacher Observations. Memphis schools in the STS Project placed considerable emphasis on teacher observation of students for identification purposes. The classroom teacher, through daily contact with students' abilities, knowledge, problems, goals, and desires, should be able to identify the student with superior talents or abilities. A major emphasis in implementing a system-wide approach to the identification of these students has been the establishment of many varied forms of check-lists for teachers to use in identifying and selecting students with superior abilities and/or talents. Procedures were developed in each local school with principals, counselors, and teachers working as a team.



Parents. Because parental opinions and attitudes are important in the identification of superior and talented students, the evaluation of student abilities should involve the parents. Parental responses in a Parent-Teacher, Parent-Counselor, or Parent-Principal conference were found to be of great value in securing information on the identification check-list.

Helpful information was also secured through the use of a questionnaire when a conference with parents was not possible.

Contact with parents as individuals and in groups indicated their need for an understanding of how programs for superior and talented students are organized, the goals and objectives of the programs, how students are identified, and how progress is evaluated. Most of all, parents wanted to know the value of the program for their son or daughter.

Memphis schools developed excellent plans for informing parents concerning the superior and talented program. This has been done through parent conferences, letters to parents, through various organizations such as PTA's, Booster Clubs, Civic Clubs, and through the news media in the city and in the local school.

Past School Records of Students. The Memphis Plan for implementing its philosophy regarding STS has made extensive use of the past records of students in the identification process.

The cumulative record file for each student in the high school includes grades from previous schools, notations from previous teachers, grades in each subject, a summary of test information, a record of conduct, attendance records, and other helpful data.

During a prolonged period of spring registration, students are identified for their next year's work and placed in the following categories in various subjects:

Level 1	Basic	(Low Average)
Level 2	Standard	(Average)
Level 3	Advanced	(STS work)
Level 4	Advanced Placement	

At the time of registration the cumulative record card is of great value. Students are assigned to the above levels in accordance with their ability in the subject and their probability of success.

Records of all students in the Memphis junior and senior high schools are scheduled through the data processing center at the Memphis Board of Education, following the school's completion of their individual programs. Below is an example of the automated codes used in placing students:

SUBJECT CODES

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	DESCRIPTION
		A. ENGLISH		
004	005	006		English 10
007	008	009		English 11
010	011	012	000	English 12

		B. LANGUAGES		
016	017	018		Latin 2nd. Year
019	020	021		Latin 3rd. Year
022	023	024		Latin 4th. Year
028	029	030		French 2nd. Year
031	032	033		French 3rd. Year
034	035	036	056	French 4th. Year
040	041	042		Spanish 2nd. Year
043	044	045		Spanish 3rd. Year
046	047	048	057	Spanish 4th. Year
049	050	051		Russian 1st. Year
052	053	054		Russian 2nd. Year
	055			Chinese
		C. SPEECH		
058	059	060		Speech 1st. Year
061	062	063		Speech 2nd. Year
		D. MATHEMATICS		
076	077	078		Algebra 2nd. Year
079	080	081		Advanced Algebra
082	083	084		Plane Geometry
085	086	087		Solid Geometry

In the development of the STS program, the school administrators, guidance counselors, and teachers have become aware of the value of the cumulative record of each student as a predictor of success. The record has been used as an essential part of the identification process.

Summary. Flexibility has been an important part of the identification of students in the STS program. Every effort has been made to incorporate flexibility in the system-wide approach and at the local school level in the identification of superior and talented students.

All aspects of the student's development were considered in the identification process, and the Memphis Plan has used a variety of procedures in order to make certain that the welfare of each individual student was fully considered.

MOTIVATION

All the participating schools generally agree that motivation has been a difficult problem for administrators, counselors, and teachers involved in the STS program.

Procedures for motivation in the local schools were the result of the cooperative thinking of many principals, assistant principals, counselors, and individual teachers who have participated in the Project.

Support by Board of Education. The Memphis Board of Education, in giving official approval to the Project, provided a source of motivation for schools to become identified with the program. When it became evident that support by the Board included the furnishing of needed materials, supplies, and equipment, school and administrators and teachers became still more aware of the possibilities of the program.

The large amount of interest generated by teachers in the area of motivation inspired the city-wide Workshop Planning Committee for teachers in the junior and senior high schools to select the theme, "Motivation—The Key to Successful Teaching," during the 1963-64 school year. There was much discussion and study of this problem and motivation became a very important topic for consideration throughout the entire system.

The Superintendent, the instructional staff, and the Board of Education have continued to support the Project. Each year since the Project began, there has been a special report designed to keep the Board informed of the progress and the needs of the program. The Board of Education has responded by providing continued interest and support.

School Procedures for Motivation. The schools participating in the STS Project have used many procedures relating to the motivation of teachers. Motivation for teachers has been promoted:

- By providing increased teacher status through the appropriate recognition of the STS program.
- By giving teachers adequate time for carrying out the program.
- By developing regular faculty meetings for teachers in the program.
- By providing the needed instructional materials and resources to make the Project effective.
- By reduction of class loads in certain subjects. This has been especially true in schools with the Advanced Placement Program, sponsored by the College Entrance Examination Board.
- By giving the necessary leadership to increase the use of resource people in the Project.
- By providing for the continuous redefining of goals to be accomplished in the Project.
- By working for the continuous training of personnel at the school level.
- By continuous analysis and examination of current literature as it relates to motivation and the STS Project.
- By encouraging new methods and teaching techniques in working with STS students.

Motivation by Teachers. Some examples of student motivation are as follows:

- By constant work for parental cooperation and support in each subject.
- By working with students on how to study effectively.
- By emphasizing how students may organize their time and activities more efficiently.
- By encouraging students to read more widely on a variety of subjects.
- By more inductive methods of teaching with emphasis on research and development.
- By allowing students to use more original sources in research and study.
- By providing more content in depth in specific subjects.
- By helping students realize that they have high levels of ability and emphasizing that these abilities should be developed to maximum capacity.
- By working with students on realistic thinking about their future goals and desires.
- By providing an atmosphere in the classroom of learn for learning's sake—not a concern for grades as much as for depth and breadth of understanding and knowledge.

The problem of motivation requires constant study and attention. Especially important are problems of the individual student as they relate to his goals, aspirations, and self-analysis. The family background of the student, his peer groups, and community influences have to be considered. The schools and teachers have worked with students in studying, reading, listening, and developing the proper attitude toward the goals and objectives of the Project.

SPECIAL PROGRAMS

Intrinsically, the Memphis philosophy provided that an effective school program must meet the special needs of students with superior talents and abilities. One of the major accomplishments has been the development of an intensive program of instruction for superior and talented students in specific subjects.

One of the first goals was to provide for possible grouping of students at the four following levels: Level 1—Basic; Level 2—Standard; Level 3—Advanced; Level 4—Advanced Placement. These designations apply to individual subjects and indicate the level at which the particular subject is taught.

Basic means the treatment of subject-matter materials at a level below average work in the school. Remedial work is provided for the students in this grouping.

Standard means the normal, regularly pursued course of study.

Advanced is a course which is greater in depth, broader in content, and one which requires originality and creativity on the part of the student.

Advanced Placement indicates an accelerated course for pupils who have outstanding ability in the subject. These courses follow very closely the outline proposed by Advanced Placement and the College Entrance Examination Board with much emphasis on advanced subject-matter content. This is the top level for grouping students in any subject.

Instructional opportunities have been developed to provide for flexibility, student responsibility, more independent study, and curriculum projects to motivate research. There is great concern for student placement in individual subjects based on the student's ability to achieve at a high level.

Quality points are given for grades in different levels, as follows:

QUALITY POINTS FOR RANK IN CLASS LEVELS

GRADE	BASIC	STANDARD	ADVANCED	ADVANCED PLACEMENT
A	3	4	5	6
B	2	3	4	5
C	1	2	3	4
D	0	1	2	3
F	0	0	0	0

Board of Education Support of Program. The Memphis Board of Education provided support by approving general procedures for instruction according to levels of ability and talent in individual subjects. In addition, necessary supplies and equipment were purchased, and provision was made for teacher training and in-service education.

School Applications of Special Programs. Planning, promoting, developing, and utilizing the curriculum for STS have been a joint effort of the Division of Secondary Education, which is responsible for system-wide curriculum development, and the teachers who have played a very important role.

Principals have used care in selecting members of their staff to work

with able students, and these teachers have been encouraged to improve their skills and understandings.

Emerging Goals and Objectives. The emerging goals and objectives in the STS Project, as they relate to special programs in Memphis, are as follows:

- To provide courses and programs that are challenging to students.
- To put major emphasis on the quality of instruction and scholarship.
- To provide a wide variety of resource materials and resource persons in the city of Memphis.
- To provide for a continuous program of curriculum development and careful study in the subject matter areas.
- To develop a curriculum within a school which will enable students to become highly effective in the communication of information and ideas.
- To have a plan of curriculum content in sequential order to assure continuous growth in each discipline.
- To provide opportunity for extensive research and independent study.
- To challenge students to work at their highest potential.
- To present more opportunity for developing qualities of leadership through homogeneous grouping.
- To develop special programs which strengthen the entire academic program of each school.
- To show in the STS Project that each school is aware of individual differences.

The STS program has been responsible for discovering, pursuing, and developing a high quality of learning. Its worth in achieving the goals and objectives of the Memphis City Schools has been greater than can be effectively measured at this time. From one school came the statement, "You can only evaluate its results as very successful and we look forward to more and broader participation in the Project in the future."

CURRICULUM DEVELOPMENT

Curriculum development has been very important in achieving the objectives of the Memphis School System. In past years there has been increased recognition of the different abilities and interests of students. A new approach to curriculum development has become a learning

experience for all persons involved in its preparation. Modern curriculum guides offer general principles to help the teacher in planning and in making decisions demanded in teaching-learning situations. Curriculum content, methodology, source reading lists, and the use of instructional aids to enrich the learning experience are suggested.

THE ENGLISH PROGRAM

The following outlines appear in an *English Program for Junior and Senior High Schools* (grades 7-12) Curriculum Guide, Memphis City Schools—June, 1964:

> In an effort to meet the needs of all—the normal, the slow, and the superior and talented—this guide for the teaching of English is offered on three levels for each grade, seven through twelve. These levels are classified as BASIC, STANDARD, AND ADVANCED. The basic course is intended for those pupils who need much practical and individual help in all phases of the English program. The standard course is expected to meet the needs of the majority of the pupils, and the advanced offers opportunities for enrichment and depth to the bright or superior and talented. These levels vary from school to school; for example, the pupils in the basic level of one school may be of a much lower caliber than that of another. These are open-end courses; that is, no teacher is restricted to any level but may borrow ideas from the basic, the standard, or the advanced when suitable or needed.
>
> The scope of this guide is broad and comprehensive, and the body of information composing the contents is intended to be flexible and to avoid detailed prescriptions that interfere with the individual teacher's initiative and judgment. Certainly it is not intended that every teacher teach all subject matter or carry out all activities included in her grade or grades. It is hoped that the suggestions will be an aid to the teacher who needs assistance. The "Appendix" includes additional ideas, which may aid teachers at different grade levels.
>
> To think clearly and honestly, to read thoughtfully and intelligently, to communicate effectively in speech and in writing, to listen critically, and to develop independence in finding, using, and evaluating language materials are the goals of the English program. To help the individual pupil achieve to his capacity, the teacher will pursue these common aims with different materials and through different kinds of experiences—depending upon the needs and abilities of the pupils.

Although this program has increased emphasis on composition for every level, the primary or major instruction in grades seven through ten is to be placed on the basic tools of grammar and of mechanics. Also, as the pupil progresses from one phase of the language arts to the next, he must be held accountable for maintaining all previously acquired skills or concepts. Again it is emphasized that this course is not intended to provide rigid patterns of content of the major divisions of the English program to be taught unrelatedly. Rather, it permits the teacher considerable creativity in combining the activities of the English class in profitable ways.

Teachers usually agree that the great value of grammatical study is realized only when grammatical principles are applied in the analysis and improvement of the pupil's own writing and that constant practice in composition throughout all English courses is essential, since ability to write well is developed only by exercise in writing. Drill work in formal grammar becomes a meaningless, time-serving routine when it is unaccompanied by an active, conscientious program of composition, in which the pupils write in order to be read and the teacher reads, corrects, annotates, and returns for correction in order that the writing may improve.

Planning, motivating, and revising are three of the most fundamental aspects of teaching composition and the three which are most often ignored by some teachers. Much time should be allotted to assigning and discussing topics, planning the composition, and revising it. Revision skills are perhaps the most neglected. At first, revision must be carefully supervised and checked; it is hoped that eventually the student will learn to do what the teacher has formerly done for him. The teacher will never be relieved, however, from the necessity of reading papers, but in the eleventh and twelfth grades he should, ideally, become more nearly free to devote his attention to the more creative aspects of writing.

Work in composition and literature should be done concurrently, since the topics about which the student will know enough to write even a short theme will in all likelihood emerge from his current reading. Classroom practice in planning the composition may stimulate the pupil's thinking until he feels, before he begins to write, that he will have trouble "boiling down" his ideas, instead of laboriously adding to them, in order to meet a required length, long or short. When the student's imagination is quickened by classroom discussions of the topics, the teacher will become aware of the real motive he can use to interest students in writing as well as they know how to write.

Each pupil in English classes should keep a notebook or a folder. The student's themes, both the original and rewritten, should be kept in the notebook for repeated reference, until the end of the term.

Most teachers agree that regardless of the grounding a pupil may receive in the concepts of formal grammar and regardless of the number of themes he may be forced to write in high school and college, if he is a non-reader, he will never write well. A prime objctive of the secondary school's literary program should be to get students to read, to develop in them the reading habit. This objective of the secondary school's literary program should be to get stimulating, enjoyable experience. The love of a story is native to practically all children. It should not be killed by abuse or allowed to die of neglect.

The student who reads beyond the assignment for pleasure, whether from idle enjoyment or from intellectual stimulation, soon begins to show the traits of a natural critic. Though extensive reading for pleasure should be encouraged, intensive class studies of particular representative works of art should be given an important place in every course at the secondary level. By a close study of literary types, the student should acquire the ability to approach new works in his extensive reading with heightened capacity for understanding and enjoyment.

Vocabulary and spelling should receive emphasis at all grade levels throughout the entire year. For vocabulary improvement, again reading plays its part. The teacher may use his most successful method in helping pupils with spelling and vocabulary difficulties. List of words that commonly give trouble are included in this guide.

Resourceful teachers will be alert to the audio-visual teaching aids available at the Memphis Board of Education, to the educational television offering of WHNO, Channel 10, UHF, and to the excellent advance notices of network presentation found in the **English Journal.**

ENGLISH PROGRAM — GRADE 12
FOR STS CLASSES
ADVANCED LEVEL

The students in the advanced group should need to spend little time on studying the fundamentals of grammar. On standardized tests their percentile scores should be in the upper 90's. They may do a quick review to prevent their becoming "rusty." Each pupil

may review rules and explanations in his text, stopping for practices of different kinds if he feels the need or if his writing indicates the need.

The rhetorical elements stressed with the standard group should also be emphasized with this group. In addition, more advanced principles of rhetoric may be used with this class. They may review the forms of discourse—exposition, argument, persuasion, description and narration. By analyzing works of good writers, noting logical methods of development, and by applying these methods to their own writing, they, too, may become better writers.

To prepare students for college, especially to prepare them for all kinds of tests, including placement and College Board, many excellent booklets are available. Some that include a thorough review of grammatical principles as well as vocabulary studies, analogies, and logical development are listed below.

Hickman, Sara. **Second English Review.** Cambridge: Educators Publishing Service, 1962.
Hope H. Ewell. **The College Placement English Workbook.** Marietta, Georgia: Kennesaw Publishing Company, 1958.
Shostah, Jerome. **How to Prepare for College Board Achievement Tests: English.** Great Neck, New York: Barron's Educational Series, Inc., 1964.
Wood, Earl F. **Senior English Review Exercises.** Cambridge 39, Massachusetts: Educators Publishing Service, 1962.
Orgel, Joseph Randolph. **College Entrance Reviews in English Composition.** Cambridge 39, Massachusetts: Educators Publishing Service, 1961.

ADVANCED LEVEL

Assignments chosen from discussion alone or any assignment given the advanced group should be promptly and efficiently carried out. From the study of the **Paradise Lost** selection, they may develop an oral or written composition based on this statement: "The moral downfall of a potentially fine and noble being is a greater tragedy than that of a weakling or a degenerate." A detailed comparison of the effect of music in **The Barrel Organ** with that of "Alexander's Feast" may be made. These students should do additional research and study in order to have a more thorough knowledge of the period as well as practice in development of topics that will challenge them. They may read further concerning the metaphysical poets. Some may read all of **Paradise Lost** with further study of the epic. Students interested in music may do research for a report on the

development of music in England in the seventeenth century. A student may read Milton's **Areopagitica** and compare the style with that of Dryden's **An Essay on Dramatic Poesy.** Another may read Milton's **Lycidas,** considered one of the three most famous elegies in English literature, and prepare an analysis of it.

THE ENGLISH NOVEL

Although the novel came about through a gradual development, the eighteenth century is usually given as the time of its birth; therefore, some teachers may prefer to review its history at this time or, perhaps, have students study a novel or novels. The novel is not a new type of literature to students in the twelfth grade. For several years they have read novels and have had class studies of novels. Even though the teacher may not wish to have students study any particular novel at this time, perhaps this is the most appropriate time to consider the development of the novel.

ADVANCED LEVEL

Critical reviews showing more thoughtful, logical reasoning and a more detailed discussion should be required of these students. In addition to following the "Recommended Reading List," they should continually check the list recommended for the Advanced Placement and attempt to follow these recommendations. Besides panel discussions of English novels or individual reviews, these students may include comparisons with novels written by novelists from other countries. They may, for example, compare Hardy's **Tess of the D'Urbervilles** with Flaubert's **Madame Bovary** (both dealing with adultery and the resulting tragedy). Another topic which may challenge the advanced student is this: "Consider novels that you have read within the last few months. Which character presented to you the most interesting, thought-provoking study?"

ADVANCED LEVEL
ROMANTIC PERIOD

The Romantic Period is really a fertile field for superior students. Actually, there is no end to assignments that they may attempt. These students should have practice in making studies of their own, in finding material, and in organizing material into a finished paper. Some students may use Markham's **Man with the Hoe,** Vachel Lindsay's **The Leaden-Eyed** (both studied in American literature), and Hood's **Song of the Shirt** for comparative analysis as to structure, rhyme, meter, poetic devices, content material, and purpose. A rather difficult, but challenging, assignment for these pupils is the following: The following quotation, by Wordsworth, is from

Preface to the Second Edition of Lyrical Ballads (not in text). By using specific examples of selections you have studied, show that Wordsworth did or did not accomplish his purpose.

The principal object, then, proposed in these poems was to choose incidents and situations from common life, and to relate or describe them, throughout, as far as was possible in a selection of language really used by men, and at the same time, to throw over them a certain coloring of the imagination, whereby ordinary things should be presented to the mind in an unusual aspect . . . each of them (the poems) has a worthy purpose.

These students enjoy reading Keats' letters, especially those written to Fanny Brawne, whom he characterized as "beautiful and elegant, graceful, silly, fashionable, and strange." Based on their reading of these letters, they may develop papers to show Keats' attitude toward Fanny or the problems connected with their courtship.

ADVANCED LEVEL
THE MODERN PERIOD

The Modern Period furnishes students in the advanced group an opportunity to do many things. They should be capable of doing rather extensive work with Shaw's plays. If the time is limited, a group may work up a panel discussion to present to the class. One student may give a critical review of **Androcles and the Lion,** another may review **Arms and the Man** (other plays may be substituted); a third may discuss one of the prologues, a fourth may stress Shaw's characteristics as shown in the works discussed, pointing to specific uses of satire.

In the study of this Modern Period, some pupils may express a desire to give critical reviews of plays and novels much discussed recently. It is only natural that they are interested in these selections when magazines are full of articles concerning them—for example, Arthur Miller's **After the Fall** or Golding's **Lord of the Flies.** Pupils are sometimes asked by certain colleges to send with the application a critical review of **Lord of the Flies.** (When this request is made, the teacher may direct the student to Oldsey and Weintraub, **Lord of the Flies: Beelzebub Revisited, College English, XXV** November, 1963). Former students return from colleges from the East to the South saying that a critical paper of Joyce's **Portrait of an Artist** was one of their first assignments in college. It may be surprising to many people that students in this group in high school are capable of discussing, with a degree of maturity, these controversial selections.

As students in this advanced group approach the end of the course, they may enjoy attempting to trace certain themes throughout the course. One profitable assignment may be a brief history of the English language.

First of all, in **Adventures,** they may turn to the history of the language given for each period. They may supplement this by further reading in the library. Instead of scattered discussions, the material should be combined into a well-organized paper, showing contributions made by each literary period.

Students enjoy doing panel discussions showing different authors' treatment of the King Arthur legend. They may choose authors that represent different periods. One pupil may discuss Malory's treatment of the legend in **Morte d' Arthur;** a second may use Tennyson's **Idylls of the King;** a third, White's **The Once and Future King;** a fourth, Trease's **The Great Captains.** They may begin with the early treatment and end with the modern treatment of the King Arthur legend.

Since some teachers prefer to have this advanced group study world literature rather than English literature, perhaps it is advisable for these pupils in the English literature course to prepare panel discussions on works of authors from other countries or write critical analyses, or make comparisons, involving works by foreign authors. (Refer to "Examples of Literary Works Grouped for Comparison.")

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program, an activity of the College Entrance Examination Board, is offered for the secondary school students who are capable of doing college-level work. The Program offers description of the courses and prepares examinations to be given in the schools. The teacher or counselor administers the examinations, and colleges, in turn, consider for credit and advanced placement students who have taken the examinations.

Some schools in the Memphis City Schools offer in the twelfth grade a course called "Enriched English." These classes are made up of superior pupils, and the most capable may take the Advanced Placement Examination. There may be perhaps four or five out of a class of twenty-five taking the examination. Other schools offer a course only for students who plan to take the Advanced Placement Examination.

Included in this guide are descriptions of the Advanced Placement Course taught by Alice Rogers of Messick High School and James Hitt of Baylor School for Boys, Chattanooga, Tennessee. Included, also, are a recommended reading list for pupils preparing for the Advanced Placement Examination in English and copies of the Advanced Placement Test in English for 1962, 1963, and 1964.

Providing for the different levels of instruction in the Memphis City Schools has been a major achievement in curriculum improvement. The STS Project has brought into focus the need for a differential curriculum for superior and talented students. The goal of the Memphis system is the continuous evaluation and constant improvement of curriculum content at all levels of instruction and the action program has been developed through cooperative planning by the Board of Education instructional staff, principals, counselors, and teachers in the STS Project.

VARSITY
Manassas High School
Memphis Tenn.

SCHOLARSHIP · TEAM
2nd SIX WKS

MAMMALS of the WORLD

COTTON
WHEAT
CORN
OATS
RYE
COCOA

CHAPTER IV

MOBILIZING COMMUNITY UNDERSTANDING AND SUPPORT

The Memphis City Schools have been most fortunate in the amount of helpful publicity that has been afforded the STS Project. Along with this excellent city-wide exposure, there has been a great deal of leadership with each school to convey to communities the purposes, goals, and objectives of the Project as they relate to the learning experiences of students.

The purpose of this chapter is to give some examples of how publicity and public relations have promoted the acceptance of the STS Project within the City of Memphis and especially in those schools and communities which are working in the Project.

From the time the program was approved by the Board of Education, October 14, 1961, until the recent visit of officials of the North Central Association, January 29, 1965, the two Memphis dailies have given the Project thoughtful and comprehensive coverage.

Effective public relations has played a vital role in the success of the STS Project in Memphis. The city-wide acceptance of the goals and objectives in the program has been satisfactory—in fact, somewhat overwhelming.

Interest, enthusiasm, and acceptance of the Project can be traced in large measure to the fact that the general public has understood what the program was intended to do and how the goals of the Project were to be met by providing curriculum experience in depth for superior and talented students.

THE COMMERCIAL APPEAL, OCTOBER 14, 1961

New Program OK'd By Board

Eight City High Schools Named In Talented Student Plan

By JAMES DELANEY

A three-step program to bring out the best in talented students at eight Memphis high schools was approved yesterday by the Board of Education.

The program will go in effect immediately at Douglass, Hamilton, Messick, Manassas, Melrose, Overton, Treadwell and White Station high schools.

It will include finding students with superior academic talents, in any subject who can do better, motivating them toward better scholastic achievements and providing special, advanced instruction to keep them on their toes.

In 10 Other States

The program will be sponsored by Southern Association of Colleges and Secondary Schools, which will have similar programs in 10 schools in each of 11 Southern states.

Shelby Counce, director of secondary education said Memphis schools were chosen because they represented a crosssection of high schools in the city—those sending more graduates to college, those representing different environments and those having different percentages of students in specific classes.

Mr. Counce estimated that students with superior talent who do not live up to their potential make up about three per cent of any student body.

Talented students already have been identified in the schools, largely through tests given last spring.

Motivation, which Mr. Counce said would be the biggest hurdle in the program, will include the use of teaching and counselling material provided by the Southern Association and the North Central Association of Colleges and Secondary Schools.

Realize Talents

"Part of motivation," Mr. Counce said, "will be to make the talented student realize he has special abilities and to make him realize he has responsibilities to go along with them."

Parents will be asked to help push their children to do better work, Mr. Counce said.

The second part of the program will include giving superior students special privileges in school and recognition in the community for their academic efforts.

The third phase, special instruction, will include accelerated work in all subjects—more math problems, more advanced reading assignments and more complicated scientific experiments.

Mr. Counce said it is possible that future use of the plan will lead to offering subjects not ordinarily given high school students, such as psychology, philosophy or more advanced courses in chemistry and mathematics.

THE COMMERCIAL APPEAL MARCH 22, 1962

City's Gifted Student Plan Lauded

READING SESSION — Dr. J. Ned Bryan of the United States Office of Education (seated) checks books used in teaching enriched English courses to gifted children at White Station High School. Looking over his shoulders are (left to right) Tom Cook of 4706 Lorece; Shelby Counce, director of secondary education for the Board of Education; and Ruth Gillespie of 4480 Chickasaw Road. Tom and Ruth are two 10th graders taking enriched English. —Staff Photo

The man who helped design the plan under which gifted Memphis public high school students are trained praised city school officials yesterday for "exceptionally strong commitment" in providing for talented youths.

Dr. J. Ned Bryan of the United States Office of Education said Memphis' public school educators are "systematically moving forward in the fields of identifying (gifted) students and establishing programs for them."

Dr. Bryan, who will participate in the Conference on the Academically Talented which begins tonight at The Auditorium, toured three of the eight high schools which have undertaken the Superior and Talented Student Project.

"Memphis has more schools committed to the project than any other school system in the nation," he said. "The leadership in this movement in Memphis has come from the leaders of your school system. They are to be greatly commended."

Dr. Bryan directed establishment of a gifted student project in the North Central Association of Colleges and Secondary Schools before being employed by the Government. This project was used as a model by the Southern Association of Colleges and Secondary Schools in formation of its project.

Enriched instruction for superior and talented students began in Memphis high schools in October. The project covers English, mathematics, social studies, science, music and art.

Schools participating include Douglass, Hamilton, Manassas, Melrose, Messick, Overton, Treadwell and White Station.

Dr. Bryan was accompanied on his tour by Shelby Counce, director of secondary education for the Board of Education.

"Our Superior and Talented Student Project appears to be going very well," Mr. Counce said, "and from all indications it seems we probably will include other schools in it this fall. But we will make that decision after we have a full evaluation in June of this year's results."

MEMPHIS PRESS–SCIMITAR, MAY 2, 1962

Superior Student Program Grows

Memphis, which already leads the nation in the number of schools participating in the Superior Talented Student program, is expected to double the number of participating schools next fall.

Shelby Counce, director of secondary education, said today he expects eight more of the city's 22 high schools to join the STS program by fall. Eight high schools—Overton, Messick, Melrose, Hamilton, Manassas, White Station, Treadwell and Douglass—are in the program now.

In an evaluation meeting, the participating principals listed as the most beneficial area of the program that it has improved all levels of education.

The program covers all phases of academic and creative talent, including art, music, science math and English. Counce said additional emphasis is being given creative writing, vocabulary and grammar particularly.

MEMPHIS PRESS–SCIMITAR, DECEMBER 20, 1962

Talented Student Program Here Will Expand

3 More Schools To Participate

The Memphis school system, which already leads the country in the number of schools in the Superior-Talented Student program, will add at least three more schools to the program next year.

Shelby Counce, director of secondary education for city schools, told Downtown Optimists today that Frayser, Lester and Westside High Schools are expected to join the 12 city high schools already participating in STS next year.

The project, which Memphis entered last year, is designed to give advanced instruction to gifted students, particularly those who have ability but are not reaching their potential, Counce said.

How It Works

Each school is allowed to choose the areas on which to concentrate. At Humes, for example, those students who have special ability in social studies (8 per cent of the student body) have seminars with 20 outstanding speakers in the field of social science.

White Station, which is concentrating on English enrichment and creative writing, has begun a literary magazine written by students.

Melrose and Manassas offer music and art appreciation to youngsters with special ability in their fields.

Cost Estimates

Counce estimated that the city school board now spends about $500 a year for each school in the STS program. This amounted to $4000 for the eight schools in the program the first year and will be between $6000 and $8000 for the 12 schools participating this year.

Counce is state director of the STS program.

THE COMMERCIAL APPEAL, FEBRUARY 13, 1963

College Credit May Be Earned

Advance Placement Plan For Students In High School Explored

The possibility of a high school student receiving college credit for work he does in the high school was explored further by the Memphis Board of Education yesterday.

Staff members of the board and principals of 21 high schools conferred with James L. Buford, associate regional director of the College Entrance Examination Board in Sewanee, Tenn., who told them:

The Memphis school system has gained a reputation for its work with the Superior Talented Student program and I think it is ready to move into Advanced Placement.

For two years, 12 high schools have been engaged in the program which provides advanced instruction for gifted students.

The college board, a nonprofit educational institution, guides Advanced Placement, which provides for the superior student to take courses in high school that may be accepted by a college for credit.

To receive college credit, the student first must pass a rigid examination administered and scored by the college board.

Should you decide to move into this program, Mr. Buford said, I advise you to move slowly. This is not something you go into to give status to your school or your system.

And don't fool yourself. This is a darn difficult program. The student who gets college credit gets it because he is doing college work.

Mr. Buford emphasized Advanced Placement s flexibility.

In the first place, say a student takes the courses in Advanced Placement and then fails the board examination test. He has lost nothing. He stills gets credit from the high school and he has undoubtedly learned things that will help him in his freshmen year

Shelby Counce, director of secondary education and chairman of STS for the Southern Association of Colleges and Seconday Schools, said his department would make a report on the program to the board in about two weeks.

If we do go into it, we will do as Mr. Buford suggests and move slowly. We would probably not offer more than one of two courses at any high school at the start.

The cost of the Advanced Placement and the continuance of STS would be about $15.000 a year, Mr. Counce said.

MEMPHIS PRESS–SCIMITAR, FEBRUARY 27, 1963

City-Wide School Project

Special Help for Special Students

By MARGARET McKEE, *Press-Scimitar Staff Writer*

Superior students in all 21 high schools in the city will have special help to put their talents to use this fall.

Four more schools said today they are joining the school board's project for gifted students, the Superior-Talented Student Project. The four are Tech, Kingsbury, Trezevant and Patterson. The program is in 12 of the city's schools this year.

It is directed particularly at youngsters who apparently have unusual ability but aren't using it fully.

Three schools that announced earlier they would join this program in the fall are Frayser, Lester and Westside.

Shelby Counce, director of secondary education, said the two schools without STS—Central and East—will probably go to another special program for top students—Advanced Placement.

If approved by the school board, it will let students do college work at the high school level. After a student passes a special exam, he may either go into higher level work in college than most freshmen or get college credit.

If the school board approves Advanced Placement, any school in the city can take part. A school could have special AP classes or one or more students working with a teacher, Counce said.

Several city schools in addition to Central and East are likely to have the program if it is approved. Memphis would be the first school system in the region to offer all its schools a part in AP.

Nationwide, more than 700 colleges and 1358 high schools are in Advanced Placement.

THE COMMERCIAL APPEAL, FEBRUARY 19, 1964

ADVANCED PLACEMENT — Mrs. Mary E. Smith, instructor, gets quick response to a question in her advanced American History class at Central High School.

—Staff Photo

Class Challenges Bright Students

By KENNETH STARCK

Auburn-haired Mrs. Mary E. Smith strolled to the front of her Central High School desk and faced her senior American history students.

"What are the qualifications of (John) Glenn for the Senate?"

"Certainly popularity," responded one student.

"But is that really a qualification?" pursued Mrs. Smith. "What does he know of international affairs?"

"Well, they're very selective in picking astronauts," replied a student. "So we know he had to meet stiff requirements to begin with."

"And he's been around the world," said another student, and the others chuckled.

"I don't see how the United States can spend all the money training these astronauts and then just let them quit," observed another student.

Thought-provoking . . . informal . . . lots of give-and-take between students and teacher . . . stimulating . . . challenging.

Mrs. Smith's American history class is all of these. And more.

It is called an Advanced Placement class, one of nearly a dozen such classes being offered this year at five Memphis high schools. (Others are White Station, Overton, Messick and Manassas.)

New to the Memphis schools system this year, Advanced Placement is an answer to the problem of keeping exceptionally bright students interested and challenged. It is several notches above even the Superior and Talented Student Project, a program for above-average pupils.

Advanced Placement was devised about 10 years ago by several top Eastern colleges. If some high schoolers can handle college-level work, give it to them, they suggested, and then permit colleges to give them credit when they enroll.

The idea caught on. More high schools began offering Advanced Placement, and more colleges began giving credit to freshmen who attain certain scores on tests prepared by the College Entrance Examination Board.

Southwestern and the University of Tennessee give credit for students in the program, and Memphis State University is considering it.

Robert E. King, Central High

Class Challenges Bright Students (continued)

principal, reduces Advanced Placement to this: "Is the pupil willing, interested, energetic and intellectually able to extend himself? And does the teacher meet these requirements?"

In the classroom, Advanced Placement is most evident in the higher caliber of performance. Students have the ability to dig deeper and farther, and teachers encourage them to do so.

"I think it's great," says Central senior Susan Berner of 1796 Galloway. "Reading in these (college-level texts) gives you a better understanding of history."

Another senior, Howard Chilton of 145 North Montgomery, says the Advanced Placement class differs from his other classes because students are "more responsible for the underlying reasons of history."

Principal King believes the introduction of Advanced Placement at any school will lift the entire academic program. He says also that the identification of these gifted students should begin early, even in the elementary grades.

School officials figure this year they are spending about $2,000 on Advanced Placement, or nearly $350 per pupil as compared with $276 per average pupil cost. Next year's budget provides for $9,500 for the program.

Perhaps the most important factor in the Advanced Placement program—and any other program geared to special groups of students—is the demand it places on the teacher. The ordinary teacher is not good enough.

MEMPHIS PRESS–SCIMITAR, AUGUST 22, 1963

Teacher of Talented Pupils Must Be Smart, Energetic

By MARGARET McKEE, *Press-Scimitar Staff Writer*

To teach talented children, a teacher ought to be smart, well-trained — and energetic, says Dr. Ned Bryan.

Particularly in high school, the teacher of the talented should be well up on his subject "for the talented have little respect for sham," Dr. Bryan told some 4000 city school teachers today.

Dr. Bryan, a specialist on gifted children for the U. S. Office of Education in Washington, spoke to the teachers over WKNO-TV at the opening session of teacher training today. The teachers listened to the telecast in their individual schools.

Dr. Bryan challenged the teachers to (1) identify and encourage talented children in elementary school to avoid losing many of them thru underachievement; (2) broaden the concept of talent to include more than just those children who score high on I. Q. or achievement tests, and (3) continually try to identify talented children who might have escaped first notice.

THE COMMERCIAL APPEAL, FEBRUARY 18, 1964

Students' Excess Talents Can Be Problem In Class

By KENNETH STARCK

Tommy is in the 11th grade. He is an unusually bright youngster, the kind who can compiete an hour history exam in 35 minutes.

Some teachers regard Tommy as a problem. He dominates class discussion and makes it difficult for them to communicate with the rest of the class.

A few teachers regard him as an asset to the school and give him special assignments to keep him busy. But they don't always have time for that.

Consider also the case of Billy, a seventh grader, a below-average student who has failed in earlier grades. Now, in junior high, he is still having trouble with schoolwork and may be failed again.

Billy's teachers said all he needed was a little extra help. A few tried to help him. But they didn't always have time for that.

Educators have several labels for Tommy. They call him "academically talented" or "gifted" or "superior." They generally refer to Billy as an "underachiever," a youngster who has the stuff but needs special attention to bring it out.

For years these youngsters have been the neglected students in the nation's public schools. Memphis has thousands of them.

In one of the major post-Sputnik developments in education, schools that once focused almost entirely on the mythical "average" pupil are extending their vision to include students who are not average.

Drop in on Miss Dorothy E. Pierce's senior English class at Overton High School. It is an advanced class. All the students have A or B averages.

At the moment, 11:40 a.m., students are buried in grammar texts, studying on their own. The class will do this two weeks, Miss Pierce said, and then have an exam.

"In literature," she goes on, "we're interested in criticism and interpretation, not just the biographical facts about an author. We look at a writer to see how his times affected him and how he reacted."

A student chimes in.

"It makes you want to work," says college-bound Jane Wilson of 1237 Vera Cruz. "The way teachers talk to you —it seems as though they enjoy it more too. Everyone's interested in the class. And it encourages you to think—with a capital T."

The English class is part of a program called the Superior and Talented Student Project. STS, for short. Its purpose, simpler to understand than its title, is to encourage and stimulate bright youngsters to exercise their special talents.

Cautiously at first, Memphis schools instituted STS in eight high schools in 1961-62. It worked well, was expanded

Students' Excess Talents Can Be Problem In Class (continued)

TOP-NOTCH CLASS—Students in a Superior and Talented Student English class at Overton High School listen attentively to Miss Dorothy E. Pierce, instructor in the advanced class.

—Staff Photo

and now is in use in classes ranging from music to science in 19 of the city's 21 high schools (two have other advanced programs).

Students are selected by teachers on the basis of grades, tests and classroom performance and take part voluntarily. And they get an extra point added to their grade.

This emphasis on excellence has gained in status too, says Principal James M. Hewlett. "In the halls we used to hear, 'Hey brain, hey brain.' You don't hear that anymore."

Putting bright youngsters together in certain classes also has helped the other students to become leaders in their classes, he said.

STS, pioneered by the North Central Association of Colleges and Secondary Schools, how costs the taxpayers about $8,000 a year in equipment and materials. The budget for 1964-65 provides for an expansion of STS, with expected costs of $25,500.

This figures at about $316 per pupil taking part as compared to the system's average per-pupil cost of $276.

It is one answer for Tommy.

MEMPHIS PRESS–SCIMITAR, DECEMBER 22, 1964

Bright Students Turned Loose, Work Harder Than Usual

—Press-Scimitar Photo by Tom Barber

SCIENCE STUDENTS—These three White Station students are hard at work on a biology project as part of their work in the Superior Talented Student project. They are, from left: Diana Wilkins, Dick Miller and Whit Kellogg.

By ED DUNN
Press-Scimitar Staff Writer

More than 5,000 high school students in the city are getting a lot more out of their school work because the schools are putting a lot more into them.

These students are being given extra doses of instruction and curricula in a program called Superior-Talented Students (STS).

And the way these classes are organized is rated such an achievement for the school system that more information is being sought by the North Central and Southern Associations of Colleges and Secondary Schools.

Bright Students Turned Loose, Work Harder Than Usual (continued)

VOLUNTARY

The voluntary program gives superior pupils a chance to learn as much as they can as fast as they can. Students are so eager to qualify for this brainy group that officials have expanded the program—from eight schools in 1961 to 19 now.

A typical reaction is that of Messick senior Linda Williams, 5044 Newcastle: "The difference in our classes is not so much in material as it is in how we respond to it: how much we do. We cover material more deeply. I find I'm doing much more work on my own."

ENTHUSIASTIC

Teachers and principals are just as enthusiastic.

"The program has been an inspirational pursuit of each student involved and a challenge to those who are not," said Melrose principal F. M. Campbell.

A visitor to an STS classroom would probably notice nothing unusual at first, other than a curriculum somewhat more involved than in a regular high school classroom.

He will soon see, however, that this is no ordinary class and these students are sincerely interested in learning more and not just for a passing grade.

For example, an advanced English class at Messick taught by Miss Alice B. Rogers was analyzing "Hamlet," a Shakespearean play usually confined to college level.

PLANNING

"What do you suppose prompted Hamlet to speak as he did to Ophelia? What is he planning? Do you really think he is mad? What did Shakespeare have in mind for Hamlet when he . . ." are some of the questions tossed out by the instructor.

In most classes the teacher-pupil ratio is smaller affording informality and ease of response. The average is about 18:1 compared with the normal size classroom of 30:1.

Another area in which great strides have been made, says Shelby Counce, director of secondary education, is the Advance Placement Program begun last year, accelerated courses for pupils who have outstanding ability in an individual subject.

Schools participating in the STS work are: Dougiass, Hamilton, Manassas, Melrose, Messick, Overton, Treadwell, White Station, South Side, Humes, Carver, Booker T. Washington, Frayser, Westside, Trezevant, Lester, Patterson, Memphis Technical and Kingsbury.

THE COMMERCIAL APPEAL, JUNE 2, 1963

Students Step Forward Tonight

Negro Seniors To Be Cited For Academic Work At Banquet

W. D. Galbreath, president of the Memphis Board of Education, will call the roll tonight of 78 Negro seniors representing the scholastic elite of graduating classes in 15 city and Shelby County public and parochial schools.

The occasion will be the fourth annual Academic Awards program banquet honoring students for completing four years of high school with virtual straight-A averages.

Co-sponsored by The Commercial Appeal and the Memphis Chamber of Commerce, the Academic Awards banquet is set for 6:30 p.m. at Carver High School at 1591 Pennsylvania. Special guests will be parents of the honor students and their school principals.

Banquet speaker will be Dr. Harry S. Blanton of the School of Education at Tennessee State University at Nashville. He will be introduced by Wallace Witmer, president of the Memphis Chamber of Commerce.

Presenting certificates attesting to scholastic excellence will be E. C. Stimbert and George H. Barnes, superintendents, respectively, of Memphis and Shelby County public schools. Delivering the invocation will be Rev. Blair T. Hunt, retired principal of Booker T. Washington High School.

Representing The Commercial Appeal at the Academic Awards program, first of its kind and much patterned in nationwide communities since its inception four years ago, will be George Sisler, promotions editor.

A banquet saluting 176 straight-A seniors from 30 white public, private and parochial high schools in the city and county will be held at 6:30 p.m. Wednesday in the Chisca Plaza Ballroom. Frank R. Ahlgren, editor of The Commercial Appeal and member of the Academic Awards program since its inception, will address the gathering, also composed of parents and school officials.

THE COMMERCIAL APPEAL, MAY 10, 1964

Annual Awards To Be Given To More Than 200 Seniors

By GEORGE SISLER

". . . is awarded this certificate for scholastic excellence for having completed four years of high school studies with highest honors."

This tribute on handsome certificates will be presented to more than 200 young men and women in two Memphis and Shelby County Academic Awards programs next month.

Recipients will be seniors of more than 40 city and county public, private and parochial high schools with near straight-A averages. The fifth annual Academic Awards programs are co-sponsored by The Commercial Appeal and the Memphis Area Chamber of Commerce.

About 80 seniors from 11 Negro schools will be honored at a banquet at 6:30 p.m. on June 7 at Carver High School.

Business and professional leaders will gather to salute the students, with Dr. Hollis Price, president of LeMoyne College, as banquet speaker.

More than 150 seniors being graduated from about 30 white schools will gather to receive academic awards at 6:30 p.m. on June 9 in the Chisca Plaza ballroom. Dr. C. C. Humphreys, Memphis State University president, will be the principal speaker.

Parents of honor students selected by school faculties will receive invitations to the banquests from the Memphis area Chamber of Commerce. Student honorees will be listed in The Commercial Appeal's editions prior to banquet dates. The schools have submitted to The Commercial Appeal the names of students representing the top four per cent of senior classes.

CHAPTER V

EVALUATION

The Superior and Talented Student Project has been under constant evaluation since its beginning some three years ago in the Memphis City Schools. The main objectives in the evaluation of the STS Project have been to study the results obtained through the use of the evaluative procedures to determine the effectiveness of the program as it relates to the following: identification, motivation, curriculum content change, methods of instruction, specific subject matter content, public relations —acceptance or rejection of the project by administration, teachers, students, parents, and the community.

There are many ways to evaluate the effectiveness of special programs. One method employed in the STS evaluation was an annual survey checklist of twenty items covering the three major phases of the Project, identification, motivation, and curriculum. These checklists, which provided for evaluation of past experience and suggestion for improvement, were completed by administrators, counselors, and teachers in each of the schools identified with the Project. Another evaluative method used rather extensively was to meet with principals, counselors, and faculty members to discuss specific aspects of the Project as they relate to the strong and weak points of the program. This was done on the city-wide basis when the program was first introduced, and has been used effectively in the schools that have been in the Project.

The Three Year Evaluation. This Project has been in operation in the Memphis City School System for three years. In the school year 1961-62, eight Memphis high schools were identified with the Project. The schools were Douglass, Hamilton, Manassas, Melrose, Messick, Overton, Treadwell, and White Station. Following a year of success in these schools, four other schools were added in 1962-63. They were: South Side, Humes, Carver, and Booker T. Washington. In the school year 1963-64, seven more high schools participated in the Project, making a total of 19. They were Frayser, Westside, Trezevant, Lester, Patterson, Memphis Tech, and Kingsbury.

All 19 of these schools developed programs of action for students with superior ability and/or talents. The programs center upon identification, motivation, guidance, and special programs for these students.

Each year the Division of Secondary Education has made an analysis of the Project in order to determine how it functioned during the school year in each school. During the first year of the Project there were 645 students in the Project. In the 1962-63 school year the number increased to 1,965, and during the year of 1963-64 there were 3,287 students involved. This gain of 2,642 students in the Project in three years indicates that STS has made great strides in the senior high schools of the Memphis. There is evidence that students are participating in a curriculum that is challenging in depth and content.

Information gleaned from the three-year study includes the following:

1. **Areas of the curriculum involved in the Superior and Talented Student Program**

Language Arts
English—grades 9, 10, 11, 12
Speech
French
Spanish

Social Studies
World History
American History

The Arts
Music (Vocal)
Art (Advanced Classes)

Science
Biology
Chemistry
Physics

Mathematics
Algebra—1st and 2nd years
Unified Geometry
Solid Geometry
Trigonometry
Advanced Mathematics (Calculus and Analytics)

2. Reaction from the 19 school communities involved in the Project has been very favorable.
3. The schools in the Project indicate that identification procedures have received major emphasis. (This is due to excellent cooperation on the part of guidance counselors in the individual schools.)
4. All schools have stated that there has been definite evidence of increased interest and motivation on the part of students in the Project.
5. The schools have been appreciative of the support given the Project by the Board of Education.
6. Materials and equipment furnished for classroom use and enrichment have been adequate for the specific subjects.
7. Curriculum content has been greatly improved in depth for STS students.

Some of the suggestions for improvement in the STS Project are as follows:

- At least one teacher workshop a year for teachers who work with the STS program. Principals should also be involved in some phases of the administrative process in the workshops.
- More cultural enrichment at certain schools, as well as emphasis on academic subjects.
- More emphasis on the "creative work" in STS classes.
- More emphasis on identification of students for placement in the STS Project, with provision for more guidance counseling services.
- Additional new curriculum materials that will bring about more "open-ended" courses and allow students to do more research and independent study on specific topics of interest and importance.

The STS Project has been very successful in the three years it has been in operation in the Memphis High Schools. Results of the three-year study indicate that Memphis high school students have gained much from participation in the program. It is important to note that three years ago Memphis had no definite program for students with superior talents or abilities; now all twenty-one high school's have become identified with a program of action—nineteen with the STS Project, and the other schools with a program of Advanced Placement. The Project has been accepted by principals, teachers, students, and the individual school communities represented in the Project.

Members of the Board of Education are to be commended for their support and effort to make the Memphis City School System outstanding in developing programs for superior students.

As a part of the three year evaluation, each of the high schools prepared an overall evaluation of the Project. The following are some statements from these evaluation reports.

Douglass High School, 3200 Mt. Olive Street, Memphis, Tennessee, Mr. Melvin Conley, Principal, 61 teachers, 164 in STS classes, Enrollment 1698.

> At Douglass High School we have been very pleased to participate in the Superior and Talented Student Project. Being one of the original eight schools of Memphis identified with the project, we are in position to recognize its growth and the significance the project has had on the overall school program.
>
> Since an important phase of the STS project in the area of identification, we believe that the entire staff now has become more aware

than ever before of the importance of locating and developing those students who show better than average academic potential.

It is our belief that these classes of high level students have challenged the teachers assigned to them to do better work and better planning. On the other hand, such teachers have been able to pursue their subjects in greater depth and make more substantial demands for excellence in students' work. These positive reactions on the part of students and teachers associated with the program have more than justified its value to the school.

The most difficult part of the project is in the area of motivation. Since students classified as STS material are in the minority on our campus, it can be readily seen that the "way of least resistance" could be very appealing to our better students since the majority of their peers are following this route. Constant vigilance on the part of teachers and guidance counselors, plus the friendly competition of students involved in getting into and staying with the project, has been a big part of the motivational segment of the project. We are constantly seeking other devices and means to motivate these students on a group or individual basis.

Perhaps the most attractive feature of the STS project is its flexibility. The absence of stereotyped rules, regulations and set methods of procedure makes the program easily adaptable to almost any school situation. We feel that the program as we have used it in our own situation has been of significant educational value to the school in general and to the students and teachers involved, in particular.

South Side High School, 1880 Prospect Street, 26 teachers, 131 students in STS classes, Enrollment 568, Principal, Paul J. Buchanan.

South Side High School entered the STS program 3 years ago. The faculty decided to proceed slowly and after a year of study and discussion we established one advanced English class. This class was most successful. The students in the class were selected by a combination of teachers, evaluation standardized test scores, reading ability and application of the student to the tasks assigned. This year we have attempted to have STS in English classes and in Biology. To this date we have not evaluated the results. However, the teachers report that the results should be excellent in view of the type progress the students are showing.

White Station High School, 514 South Perkins, Principal, Rush W. Siler, 45 teachers, 378 students in STS classes, Enrollment 1068

White Station has participated in the STS program for the past four years. It is the opinion of the faculty that STS has up-graded our

total academic program. It has not only been beneficial to students who have taken STS courses, it has also been a great motivating force to bring under-achievers up to higher performance.

Having STS in the school has made teachers more aware of the need for self improvement. Many members of the faculty have increased their knowledge in their particular subject matter field by attending Summer Schools, Summer Institutes, self study, and foreign travel. The STS program made us aware of curriculum changes needed to enable outstanding students to reach their maximum potential. After participating in STS for two years of mathematics, we found we had a need for Calculus and Analytics in our program. Students who took this course during the 1963-64 school year had an average of 765 on the College Board on mathematics. I think this record speaks for itself.

We also found a need for college freshmen textbooks for our STS English courses. The able students in science needed a further challenge. To satisfy this need we have added senior biology to the curriculum. We hope to obtain about the same dividends from this as we did from our mathematics change.

Last year for the first time White Station participated in Advanced Placement. Sixteen students took the examinations in a total of nineteen examinations in the field of mathematics, English, and chemistry. Seventeen of the nineteen scores were high enough for students to be offered advanced college credit. Without the strong background received in the STS program, it would not have been possible for these pupils to have competed successfully on these tests.

From the standpoint of public relations and academic improvement, STS is the greatest thing that has happened to White Station High School.

Frayser High School, 1530 Dellwood Avenue, Principal, Leon M. Stevenson, 61 teachers, 490 students in STS classes, Enrollment 1599.

The area served by Frayser High School is extremely heterogeneous. The great bulk of our 1600 member student body comes from solid lower middle-class families. However, we have students whose families run the gamut from wealth to poverty, and from eager educational interests to complete indifference. Few of our patrons are college graduates, yet almost 50% of our seniors plan to attend college. Many of our very capable students do not have educational or cultural inspiration or understanding at home. In short, they often come from homes where a great deal more value is placed on television, bowling, and fishing, than on books, reading and the arts.

The introduction of the STS program into our school has helped teachers in their attempt to overcome this shortcoming in the student's home background. The quicker, often more sensitive, youngsters have been placed in STS classes where they can move rapidly over basic information and so have greater time to study a subject in depth. Such an approach encourages an inquisitive mind to probe far beyond the informational level that would be possible in a regular class.

Another result of introducing STS classes has been a noticeable increase in, and respect for, good grades. This reaction seems to be spreading and is finding its way downward to the junior high students. Scoffing at the students who study and strive for honor roll status is fast becoming a thing of the past, and being assigned to an STS class definitely carries a degree of prestige to the student.

One problem that we have met is that some capable students and their parents care more about maintaining their Honor Society membership than about taking advantage of the opportunities provided by STS classes. They want to avoid the "hard" courses because they fear their grade average will drop. We are attempting to overcome this approach by weighing the grades: e.g. a "B" in an STS course is given the same point value as an "A" in a regular course, etc.

Our faculty and patrons are very pleased with the STS program. We feel that the program has been a major contribution to the community because it does often fill a gap that the parents of talented, academically inclined students are unable to fill. We now look forward to the time when our students and their parents are ready for us to introduce advanced placement courses into the school.

Manassas High School, 781 Firestone Blvd., Principal, Louis B. Hobson, 110 teachers, 221 students in STS classes, 3012 enrollment.

We were one of the original schools in Memphis that began STS program during the school year 1961-62. From the beginning we were enthusiastic about the program. We thought it was especially suitable for a situation like ours, where there is a tremendous range in interests, needs, ability and self-motivation. Through the years since, our belief has been amply justified by the results we have obtained.

We have constantly revised our structural framework for carrying on the program. We have also changed personnel where it seemed advisable. We have an ovrall steering committee. We have an identification committee, a program committee and an enrichment committee.

We have every student in grades 9-12 screened and placed. We consider our instrument for identifying these students excellent.

We have set up a suggested set of course offerings for our STS students, and for each of two other groups.

We believe the median teaching that our STS students are receiving is very high. These teachers were selected, and they have attended workshops and have gone back to school (summers, Saturdays and at night) to improve their competencies.

Teachers who work with STS students take care to adapt requirements, methods, materials, and standards to the level of these students. The marking system is different, too, and in finding rank-in-class more quality points are given to a particular mark (grade) in an STS course or an Advanced Placement course than in others. In addition, the transcripts indicate the honors status.

An additional feature we are emphasizing is our enrichment efforts. Our students, we feel, especially need this. The acompanying report tells some of what we are trying to do there. There have been field trips, to the Front Street Theatre, to symphonies, to staged plays, to concerts, to the Art Gallery and to the Museum, planned by teachers for these children. Many of these students have attended summer and Saturday humanities seminars at LeMoyne, and some have attended summer school.

We have involved the parents, having several meetings with them each year. They have been invited, and many have attended, auditorium programs given for STS students.

Our counselors have made special efforts to counsel these students often. They are pre-registered by the counselors in the spring (others are pre-registered in the homeroom).

Our original enthusiasm has settled into conviction regarding the merit of this program. Its impact has been felt throughout our student body and on all ability levels. It has helped to put emphasis on quality learning and excellence, not alone for gifted students in academic subjects but for all students in all subject areas, influencing them to do their level best at whatever they set their hands.

In addition to this focusing of attention on the need for one to do the best that he can in all that he does, in addition to this emphasizing quality and excellence in education,—learning for the child and teaching for the teacher, in addition to the STS program's improving learning at all levels,—the top, the middle and the bottom, there has been the result of this searching for talent and the subsequent nurturing of it. We have had our beliefs confirmed in finding special gifts exist to such a great extent among our children.

These children come from a disadvantaged socio-economic, environment. We feel that without the identification emphases that have been used, much of this talent would not have been discovered. And, without high level counseling and effective teaching many of these youngsters would not be moving toward their potentials. Finally, unquestionably the program has met with widespread acceptance by all levels of students, by teachers and by parents.

Hamilton High School, Principal, Harry Cash, Location, 1478 Wilson Street 92 teachers, 203 students in STS classes, Enrollment 2,620.

In 1961 when the Superior and Talented Student Project was first initiated in Hamilton High School our major problem was the guidance of students, teachers and parents toward an understanding of the purpose of the program, and its eventual goals. That year was one of uncertainty for students and parents as well as teachers. Realizing that high quality interested teachers, as well as an atmosphere that accelerated development were necessary factors for success, our teachers were asked to volunteer for the implementation of the program.

A standing STS Committee was organized, also on a volunteer basis. A planned program of motivation was established which included PTA meetings, letters, as well as individual conferences with parents, faculty meetings, and community resource speakers.

Today, after three years in the program, there has been a general acceptance and responsiveness to the project. Students are eager to qualify, parents realize that stress is being placed on qualitative variations rather than quantitative; teachers say that the program is an asset in that students are moving at their own rate of capability, are being challenged by their peers on the same academic level and are exhibiting a genuine desire to excell.

Watkins Overton High School, 1770 Lanier, Principal, James M. Hewlett 59 teachers, 235 students in STS classes, Enrollment 1489.

Our participation in the STS program for this three and one-half years has been responsible more than any other factor for actualizing the key theme of our school philosophy of 'Discovering, pursuing and developing the highest practical quality of learning.' Its worth and many benefits are evident on every hand to such an extent that this community which we serve and our faculty would never voluntarily let it be removed from our school program.

The superior and talented student at Overton participating in the program has been:

- Able to feel that he was being prepared for highly competitive work.
- Challenged to work to his utmost potential, which gives students new frontiers and also avoids some discipline problems produced by sheer boredom.
- Given more opportunities to refine his qualities of leadership in group and class work not possible in heterogeneous sections.
- Stimulated by "equal ability peers" and been able to catch more fully the excitement of learning which permeates the accelerated classes.
- Able to experience more depth of thought, more exchange of ideas and constructive criticism by classmates.
- Introduced to many teaching techniques and approaches to learning and content which would not otherwise have been possible.

The teachers of the superior and talented students at Overton have been:

- Challenged to be more creative in their teaching which is enriching to them personally and "spills" over into their regular classes.
- Stimulating to the other faculty members in the school as their enthusiasm and research is beneficial to their co-workers.
- Experiencing much personal satisfaction and reward in being able to implement a program which helps a student to reach his maximum potential.

Overton High School as a whole has benefited because:

- The total program is brought into better balance.
- Not only do the students actually enrolled in the program benefit but the remaining students in the regular classes are given more opportunity for development and leadership because the highly competitive students are siphoned out of their classes.
- The entire academic program of the school is strengthened as the enthusiasm for learning displayed by the accelerated classes carries over into the regular classes.
- This program shows that the school is aware of individual differences and is attempting to make allowances for these differences. This creates desired rapport between the school and community.

Overton High School is indeed pleased to be a part of this program. Anyone afforded the privilege of being associated with the "satisfied customer," the students and parents, could not evaluate its results as anything but successful and Overton looks forward to more and

broader participation in the days and years ahead.

Melrose High School, Principal, F. M. Campbell, 843 Dallas Street, 72 teachers, 296 students in STS classes, Enrollment 2,034

The Superior and Talented Student Project at Melrose High School has been an inspirational pursuit of each student involved and a challenge to those who are not. The program is a worthwhile motivational tool for the faculty and students, and an instrument for scholastic and cultural growth.

The STS project is one program in which each member of the faculty feels his responsibility keenly and assumes the same. Students are identified and programs for motivating them are planned and executed. We believe that as the results of the project our cultural and academic standards have been raised.

Since the 1962-63 school year (the year we initiated the flexible schedule) we have not had the facilities nor time for enrichment seminars, field trips, and extra questing and questioning periods. And this year, because of functional expediency, we have not been able to make any extensive innovations; however, we anticipate improving our program next year.

Treadwell High School, 920 N. Highland, Principal, W. L. Maybry 35 teachers, 200 students in STS classes, Enrollment 1051.

At Treadwell High School we have scheduled superior and talented students' classes in English, science, mathematics, and history. We think there have been distinct advantages to two groups, first, to the superior and talented student and second, to the underachieving student.

The superior and talented student has benefited by being challenged with a volume of advanced materials, including aids, activities, and library resources, supplied for his use. This enrichment of his program has tended to motivate the student to work up to his capacity, which was not true in the average class. Since most of the students selected for the superior and talented students' classes are college bound, we feel they have received more adequate preparation. As we have participated in this program, school wide, for only three years, we do not think a follow-up study would be valid at this time.

We have been fortunate in having available, teachers who have had interest and special training in their fields. They were selected for their understanding of the project and their teaching skill.
Although the remaining students are not grouped according to ability, the underachiever receives instruction and materials more

nearly on his level. The teacher is able to give more individual attention to him since there are no students in the class who require help with advanced work.

Briefly the major problems we have encountered are these: Because of teacher loads some borderline students are included in the STS classes. Students who are taking several STS classes find their load heavy, especially so if they are involved in several school activities. Like most other schools we are not satisfied with our grading system for STS students. Despite some disadvantages we feel that our STS classes are beneficial. We think there is an up-grading of our entire curriculum as a result of participation.

Evaluation has been a very important phase of the Superior and Talented Student Project in the Memphis City School System. The next major emphasis in evaluation will be to check the progress of students who have been in the STS program, have now graduated from high school, and have enrolled in institutions of higher learning. This type of evaluation is already under way in several of the STS schools and an evaluation report should be available in the near future.

The attitude of teachers, students, and parents has been outstanding in this program. Many letters of appreciation and commendation have been received by teachers, principals, and the Board of Education. These comments have not been included in this report, but they have been helpful in evaluating the Project.

CHAPTER VI

CONCLUSIONS AND PROJECTIONS

The superior and talented student program has been very successful in the Memphis City Schools. The emphasis on quality has been reflected throughout the entire curriculum in each of the schools which have participated in the program.

Acceptance of the Project and cooperative effort on the part of the Board of Education, the Superintendent of Schools, the Instructional staff, principals, teachers, students, and parents have beeen responsible for making the Project an outstanding part of the Memphis plan for providing special programs for students with special abilities in all subject matter areas. The development of programs for meeting the needs of students with superior abilities and talents has in no way detracted from the overall effort to meet the needs of all students enrolled in the junior and senior high schools of the Memphis system.

The STS Project has continued to grow in breadth and depth each year it has been in operation in the Memphis system. Evidence of the growth and support of the STS Project is noted below.

A. Students enrolled in the STS Program

Year	No. of students	No. of schools
1961-62	645	8
1962-63	1,965	12
1963-64	3,287	19
1964-65	4,725	20

B. Subject offered in the STS Program (City-wide)

Year	Subjects
1961-62	English, mathematics, science
1962-63	English, mathematics, science foreign language, music, social studies
1963-64	English, mathematics, science foreign language, speech, art, music
1964-65	All subject areas included in the Memphis Schools Curriculum

C. Financial support for the STS Project (City-wide figures provided by the Board of Education

Year	Amount
1961-62	$ 6,000.00
1962-63	$10,000.00
1963-64	$17,000.00
1964-65	$35,000.00
1965-66	$60,000.00

Memphis has also developed other special programs to meet the educational needs of the some 46,000 students enrolled in the junior and senior high schools of the city.

Some of these programs known as "Innovation in Secondary Education," are outlined below so that the reader may have some knowledge of the type of educational opportunities being developed in addition to the STS Project.

ADVANCED PLACEMENT

The Advanced Placement Program, sponsored by the College Entrance Examination Board, is designed to offer college level courses to highly able students in the Memphis secondary schools. This program offers a challenge to these students and a means of eliminating waste and duplication in their educational experience. It is also the purpose of the Advanced Placement Program to gain college and university recognition of this work through appropriate placement and credit procedures and to provide a means whereby communication between teachers from colleges and secondary schools with reference to common problems can be maintained and improved.

ACHIEVEMENT EMPHASIS

The Achievement Emphasis Project is designed primarily to provide pupils with the opportunity to improve their individual achievement in the basic subject-matter fields. The major emphasis is in grades 7 and 8. The specific objectives of this project are as follows:

- To provide special opportunity for pupils who are behind in achievement at their specific grade level.
- To provide a more flexible curriculum under competent teachers.
- To provide more enrichment experiences in course offerings.
- To help to eliminate the likelihood of the school drop-out by

providing special individual help for students through achievement improvement and encouragement.

- To consider the provision for work at level one (basic) in certain required subjects beginning at the 9th grade.

This program is not a series of classes for "slow learners" nor a program for students with discipline problems. It represents a positive approach to the problem and is designed to help pupils discover and develop their individual capacities.

ATLANTA UNIVERSITY READING PROJECT

The Atlanta University Reading Project is designed to improve reading and understanding by culturally deprived students at the junior high school level. The program was established following a summer institute on special reading instruction at Atlanta University, directed by a supervisor of the Memphis secondary education staff. Students are tested and their reading levels are established. Steps are then taken to improve the reading ability of these students. Special emphasis is on teaching students at their reading level, using film strips, slides, and specially graded materials to create interest in reading improvement.

PROGRAMMED INSTRUCTION

Four selected Memphis junior and senior high schools have been participating in a pilot study, using programmed instruction in the area of mathematics. Several basic approaches have been employed as Memphis teachers have used this material. The Department of Instruction will continue to use these materials in schools that request it and where there is evidence that principals and teachers have the dedication and attitude to improve the instructional program in the subject where programmed instruction is used.

MODULAR SCHEDULING

The Memphis City Schools have used automated student scheduling for the past four years, and are now planning to use the data-processing computer in a way which may change the entire high school structure. There are plans under way to involve several Memphis junior and senior high schools in "modular scheduling." This will include four basic types of instruction in subject matter fields: independent and individual study, small group instruction, laboratory instruction, and large-group instruction. Class size, length of class meetings, and the number and scheduling of classes will vary according to the nature of the subject, the type of instruction, and the level of ability and interest of pupils.

PROJECTION

The future of the STS Project in Memphis is very bright, based on the fact that three years ago there was no definite program providing for a system-wide approach to programs for students with superior talents or abilities. Now all twenty-one high schools are identified with a program of action.

The future of STS may be projected as follows:

- A continued emphasis on new curriculum design in all course offerings which will allow students to do more research and independent study on specific topics relating to interest and ability.
- More emphasis on special training as teachers, principals, counselors, and subject area teachers will be involved in more in-service training relating to this special program for superior and talented students.
- A greater emphasis on the cultural enrichment in all schools, along with a greater depth in academic subjects.
- An increase in the counselor staff in all schools which will provide more time for proper identification of all students.
- More emphasis on creative work in all areas of the curriculum.
- A constant improvement in all aspects of the program to better prepare students for the new emphasis in education—"Learning by Discovery."
- Earlier identification of students for the STS Project. Emphasis will be in grades 7, 8, and 9.

The Memphis School System will continue to be identified with the Advanced Placement Program which is sponsored by the College Entrance Examination Board. The work in APP during the 1963-64 school year was highly successful in five Memphis high schools and has been expanded during the 1964-65 school year. Memphis will continue to extend this important program to provide for the highly able students in specific subjects as outlined in the Advanced Placement Program *Course Description Guide.*

One of the highlights of the Memphis participation in the Superior and Talented Student Project came in January, 1965, when Clyde Vroman, Frank Endicott and J. Fred Murphy, members of the originating STS Committee visited in the Memphis City Schools. The following newspaper article gives an account of their visit:

Students Face Harder Work

Future High School Pupils Will Have Faster Pace Of Learning

By CLAYTON BRADDOCK

Future high school pupils will have to work harder than ever before and the fast pace of learning will someday eliminate the traditional four-year college "ladder," two visiting educators predicted yesterday.

But more will be able to handle the demanding tasks of education because of discovery and cultivation of greater numbers of superior students, they added.

Touring Memphis school classes in the Superior Talented Student (STS) program were Dr. Clyde Vroman, president of the North Central Association, and J. Fred Murphy, NCA treasurer.

The STS program was created to discover academically talented students and place them in classes with advanced study courses, preparing them for college work.

NCA, originator of the STS project, is a regional accrediting association in the Mid-West, similar to the Southern Association of Colleges and Schools.

"Memphis is doing an excellent job with the STS project. It compares very favorably with other schools participating and has shown leadership," said Mr. Murphy, who is also principal of an Indianapolis high school.

Selected schools in the Southern Association were asked by the NCA to participate in the project three years ago.

"Memphis has leadership that got on the ball," agreed Mr. Vroman, who is director of admissions at the University of Michigan. He gave special credit to Shelby Counce, director of secondary education.

The two visitors and Mr. Counce toured STS classes in several high schools, including Overton, White Station and Melrose.

Frank Endicott, chairman of the NCA's commission on research and service and director of admissions at Northwestern University, later joined the tour.

In summary, the three year story of the Superior and Talented Student Project concludes as follows: The North Central Association of Colleges and Secondary Schools is to be commended for developing this outstanding Project, and the Southern Association of Colleges and Schools deserves commendation for accepting the invitation to affiliate with it. The fact that these two regional accrediting associations joined together in a cooperative effort provided the impetus for the Superior and Talented Student Project in Memphis.

PUBLICATIONS OF THE PROJECT ON GUIDANCE AND MOTIVATION OF SUPERIOR AND TALENTED SECONDARY SCHOOL STUDENTS

1. **An Action Program.** This leaflet briefly describes the purposes, background, progress, and plans of the Project. Procedures for affiliation are outlined. Publications are listed. Members of Liaison Committees for co-operating regional accrediting associations are named. For use in informing schools and professional organizations or groups concerning the Project. Free.

2. **Workshop Procedures.** A 16-page booklet prepared by the Project staff; revised by the Project Committee, 1962. Describes workshop procedures employed successfully in helping counselors, teachers, and school administrators to acquaint themselves with the Project and to make tentative plans for a program in their own schools. 25¢; 15¢ each for five or more.

3. **Cues to Successful Study.** An 8-page folder, prepared by the Project staff, 1959; reprinted, 1962. Contains specific suggestions gathered from selected Project schools regarding the study of foreign languages, social science, science and mathematics, and English. Designed for students. Useful in programs for the improvement of study habits, and for classroom, homeroom, or group guidance discussions. 10¢.

4. **Problems in Motivation.** An 8-page folder, prepared by the Project staff, 1959; reprinted, 1962. Presents the major problems relating to motivation as reported by Project schools and various procedures which have been successful in working with STS. A total of 21 problems are analyzed including those which concern goals; peer group, family, and community attitudes; study and self-appraisal skills. Included also is a discussion by Dr. Miriam L. Goldberg of factors which facilitate or impede talent development. Twenty-two selected references are listed. 10¢.

5. **Guiding Superior and Talented High School Students,** by Frank S. Endicott; 84 pages, 1961. Outlines essentials of a program for the guidance and motivation of superior students, including the assignment of counseling responsibilities, identification of superior students, understanding their problems and needs, providing needed guidance services, procedures for motivation, the role of teachers and parents,

developing effective community co-operation. Includes a detailed evaluative check-list for analyzing and improving the program. For counselors, teachers, and administrators. $1.00.

6. **Check-list of Evaluative Criteria.** This 8-page folder provides for an evaluative rating on 100 statements relating to each of five major aspects of the guidance program for superior students: guidance services, counselors and counseling, contacts with parents, community co-operation, and curriculum and teaching. Designed to make possible a careful analysis of the program for STS in a particular secondary school. Excerpted from *Guiding Superior and Talented Students* (Endicott). 10¢.

7. **A Resume of Selected Research on Superior and Talented High School Students,** by June Sochen, staff writer for the STS Project, 21 pages, 1961. States major findings of many research studies as they relate to the characteristics of STS, their identification, motivation, and guidance. The relation of research findings to administrative provisions for STS is also noted. 50¢.

8. **Working With Superior Students: Theories and Practices,** edited by Bruce Shertzer, Associate Director of the Project; 370 pages, 1960. This book contains a total of 33 special contributions by outstanding leaders in the field of education for superior students, based upon presentations made by these leaders at STS conferences during 1958 and 1959. A bibliography of 272 items is included. All major aspects of the problem are considered including a review of research, identification, guidance services, motivation, the teacher, community participation, evaluation, and a description of four STS programs in operation. The book provides general professional background for administrators, counselors, teachers, college faculty members, and graduate students. Published for the Project by Science Research Associates, Chicago. $5.95; $4.75 each for 10 or more copies.

9. **Guidance for Parents of Capable Youth,** by Robert F. DeHaan; 48 pages, 1961. Contains basic information and helpful suggestions for parents regarding characteristics of talented youth, co-operation with school programs, helping STS establish goals, the importance of acceptance and affection, supervision of study activities, the underachiever, planning for college, and the use of community resources. Published for the Project by Science Research Associates, Chicago. 50¢; 45¢ each for 20 or more copies.

10. **Do Your Dreams Match Your Talents,** by Vance Packard; 44 pages, 1960. This special booklet for superior students, their teachers and parents, deals with understanding dreams and talent, possible under-

achievement, meeting the challenge, and planning ahead. Published for the Project by Science Research Associates, Chicago. 50¢; 45¢ each for 20 or more copies.

11. **Building a Program For Superior and Talented High School Students,** by J Ned Bryan, Director of the Project; 90 pages, 1963. Dr. Bryan presents his beliefs, convictions, and recommendations concerning assumptions, practices, and principles which emerged from the action programs in the Project schools. He points out the roles and responsibilities of eight different groups who must be involved if STS programs are to be appropriately organized. Designed for educators and citizens who are concerned about developing successful programs for the identification, guidance, and motivation of superior and talented students. $1.00.

12. **Problems, Practices, Procedures: Experiences of 62 Project Schools,** by Clyde Vroman, Frank S. Endicott, and J. Fred Murphy, members of NCA Project Committee; 99 pages, 1964. 62 Project schools report the major problems encountered and the most successful practices and procedures employed in building an effective program for superior and talented high school students. This book summarizes these reports and includes specific recommendations by the committee. $1.25.

STS KIT OF BASIC MATERIALS. This collection includes one each of the above publications (two of #5) for schools desiring to acquaint themselves fully with the NCA-STS Project. $10.00.

ALL PUBLICATIONS LISTED ABOVE, INCLUDING THE KIT OF BASIC MATERIALS ARE AVAILABLE FROM:

STS PROJECT OFFICE
North Central Association
5454 South Shore Drive
Chicago 15, Illinois

The Memphis Story—Mobilizing a Large School System and a Community For the Superior and Talented Student Project, by D. Shelby Counce; 68 pages, 1965. The Director of Secondary Education for the Memphis, Tennessee Schools tells about the cooperative efforts of the Board of Education, school personnel, students and parents, and community groups in establishing a program for superior and talented students in 21 senior high schools and 17 junior high schools in the system $1.00.